

New York State District Report Card Comprehensive Information Report

BEDS Code: 08-01-01-04-0000
 Name: Afton Central School District
 Superintendent: Elizabeth A. Briggs

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	15	0
Kindergarten	51	50	56
First	53	61	58
Second	66	38	48
Third	52	62	42
Fourth	64	52	63
Fifth	68	60	57
Sixth	63	59	60
Ungraded Elementary	0	0	3
Seventh	61	61	60
Eighth	60	68	58
Ninth	68	55	68
Tenth	47	58	45
Eleventh	33	42	45
Twelfth	43	34	52
Ungraded Secondary	0	0	3
Total K-12 Enrollment	729	700	718

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.3%	5	0.7%	7	1.0%
Black (Not Hispanic)	3	0.4%	2	0.3%	7	1.0%
Hispanic	9	1.2%	5	0.7%	7	1.0%
White (Not Hispanic)	715	98.1%	688	98.3%	697	97.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	17	19
Common Branch	19	18	19
English Grade 8	12	21	19
Mathematics Grade 8	19	21	19
Science Grade 8	20	0	20
Social Studies Grade 8	20	21	19
English Grade 10	21	18	23
Mathematics Grade 10	14	14	14
Science Grade 10	0	18	12
Social Studies Grade 10	16	0	0

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	2	0.3%
Eligible for Free Lunch	183	25.1%	247	35.3%	220	30.6%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		94.5%		94.2%
Student Suspensions	68	9.1%	64	8.8%	64	9.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	15.1%	14.9%	17.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	61
Total Other Professional Staff	10
Total Paraprofessionals	25
Teaching Out of Certification*	8

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	35	26	74%	32	17	53%	37	16	43%
Students with Disabilities	2	0	0%	2	0	0%	6	2	33%
All Students	37	26	70%	34	17	50%	43	18	42%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	17	12	1	0	0	13
Percent	40%	28%	2%	0%	0%	30%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
6	2	8	14

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		7		4	2.0%
	Entered GED Program*	0		1		2	1.0%
	Total Noncompleters	0		8		6	2.9%
Students with Disabilities	Dropped Out	0		1		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		0	0.0%
All Students	Dropped Out	0	0.0%	8	4.2%	4	1.7%
	Entered GED Program*	0	0.0%	1	0.5%	2	0.9%
	Total Noncompleters	0	0.0%	9	4.8%	6	2.6%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	170	166	154
	Number of Students with Disabilities	14	22	30
	Number of All Students	184	188	184
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	154	168	186
	Number of Students with Disabilities	37	21	24
	Number of All Students	191	189	210
	Percent of Enrollment	100%	100%	99%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	1	#	0	0%	1	#
Writing	3	#	0	0%	1	#
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	1	#
Science	0	0%	1	#	0	0%
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	2	#
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	31	40	49	1	5	0
Number Scoring 55-100	31	36	43	#	2	0
Number Scoring 65-100	23	33	37	#	2	0
Number Scoring 85-100	5	12	14	#	0	0
Percentage of Tested Scoring 55-100	100%	90%	88%	#	40%	0%
Percentage of Tested Scoring 65-100	74%	82%	76%	#	40%	0%
Percentage of Tested Scoring 85-100	16%	30%	29%	#	0%	0%
Mathematics A						
Number Tested	40	53	47	0	2	1
Number Scoring 55-100	33	48	46	0	#	#
Number Scoring 65-100	29	43	43	0	#	#
Number Scoring 85-100	11	10	13	0	#	#
Percentage of Tested Scoring 55-100	82%	91%	98%	0%	#	#
Percentage of Tested Scoring 65-100	72%	81%	91%	0%	#	#
Percentage of Tested Scoring 85-100	28%	19%	28%	0%	#	#
Mathematics B						
Number Tested	3	25	27	0	1	0
Number Scoring 55-100	#	17	12	0	#	0
Number Scoring 65-100	#	8	7	0	#	0
Number Scoring 85-100	#	1	1	0	#	0
Percentage of Tested Scoring 55-100	#	68%	44%	0%	#	0%
Percentage of Tested Scoring 65-100	#	32%	26%	0%	#	0%
Percentage of Tested Scoring 85-100	#	4%	4%	0%	#	0%
Global History and Geography						
Number Tested	44	50	42	0	1	1
Number Scoring 55-100	44	49	41	0	#	#
Number Scoring 65-100	38	47	36	0	#	#
Number Scoring 85-100	4	22	11	0	#	#
Percentage of Tested Scoring 55-100	100%	98%	98%	0%	#	#
Percentage of Tested Scoring 65-100	86%	94%	86%	0%	#	#
Percentage of Tested Scoring 85-100	9%	44%	26%	0%	#	#
U.S. History and Government						
Number Tested	36	42	49	0	5	2
Number Scoring 55-100	35	39	43	0	2	#
Number Scoring 65-100	34	36	36	0	2	#
Number Scoring 85-100	12	14	14	0	1	#
Percentage of Tested Scoring 55-100	97%	93%	88%	0%	40%	#
Percentage of Tested Scoring 65-100	94%	86%	73%	0%	40%	#
Percentage of Tested Scoring 85-100	33%	33%	29%	0%	20%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	42	55	52	0	1	2
Number Scoring 55-100	41	54	50	0	#	#
Number Scoring 65-100	37	51	47	0	#	#
Number Scoring 85-100	9	20	5	0	#	#
Percentage of Tested Scoring 55-100	98%	98%	96%	0%	#	#
Percentage of Tested Scoring 65-100	88%	93%	90%	0%	#	#
Percentage of Tested Scoring 85-100	21%	36%	10%	0%	#	#
Physical Setting/Earth Science						
Number Tested	37	44	36	0	4	0
Number Scoring 55-100	35	38	29	0	#	0
Number Scoring 65-100	33	34	22	0	#	0
Number Scoring 85-100	18	10	7	0	#	0
Percentage of Tested Scoring 55-100	95%	86%	81%	0%	#	0%
Percentage of Tested Scoring 65-100	89%	77%	61%	0%	#	0%
Percentage of Tested Scoring 85-100	49%	23%	19%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	2	31	12	0	1	0
Number Scoring 55-100	#	30	11	0	#	0
Number Scoring 65-100	#	21	9	0	#	0
Number Scoring 85-100	#	1	1	0	#	0
Percentage of Tested Scoring 55-100	#	97%	92%	0%	#	0%
Percentage of Tested Scoring 65-100	#	68%	75%	0%	#	0%
Percentage of Tested Scoring 85-100	#	3%	8%	0%	#	0%
Physical Setting/Physics						
Number Tested			9			0
Number Scoring 55-100			9			0
Number Scoring 65-100			9			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			44%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	0	20	17	0	1	0
Number Scoring 55-100	0	19	16	0	#	0
Number Scoring 65-100	0	17	15	0	#	0
Number Scoring 85-100	0	5	6	0	#	0
Percentage of Tested Scoring 55-100	0%	95%	94%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	85%	88%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	25%	35%	0%	#	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	0	18	15	0	0	0
Number Scoring 55-100	0	18	14	0	0	0
Number Scoring 65-100	0	17	13	0	0	0
Number Scoring 85-100	0	9	5	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	94%	87%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	50%	33%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	3	#	0	0%
Students with Disabilities	0	0%	1	#	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	48	19%	8%	60%	13%
	Students with Disabilities	8	25%	0%	75%	0%
	All Students	56	20%	7%	63%	11%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	43	9%	53%	35%	2%
	Students with Disabilities	11	27%	64%	9%	0%
	All Students	54	13%	56%	30%	2%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	3	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	39	39	39	12	12	12	51	51	51
Number Scoring 55–64	0	1	2	3	0	1	3	1	3
Number Scoring 65–84	33	21	23	2	2	1	35	23	24
Number Scoring 85–100	3	12	11	0	1	2	3	13	13
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)